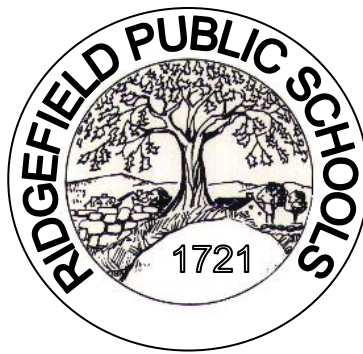


Ridgefield Public Schools

PROFESSIONAL GROWTH AND EVALUATION PLAN



Approved by the Board of Education
June 23, 2014

**Ridgefield Public Schools
Teacher Evaluation/Professional Development Committee**

The Ridgefield Public School district is committed to utilizing a teacher evaluation plan that is based on the belief that successful learning and effective teaching are supported by a meaningful system of professional development. In keeping with this philosophy, the Ridgefield Teacher Evaluation and Professional Development Committee has developed the Professional Growth and Evaluation Plan. The committee is made up of dedicated professionals from all levels and includes representation from the NEA-Ridgefield and the Ridgefield Administrator's Association. The members of the committee are:

Deborah Low	Superintendent of Schools
Pat Cooney	K-5 Math Department Chair
Kimberly Beck	Assistant Superintendent
Karen Dewing	Director of Personnel
Kristen Funk	Elementary Teacher, Veterans Park Elementary School
JoAnne Galdo,	Literacy Teacher, Farmingville Elementary School
Susan Gately	Principal of Farmingville Elementary School
Patricia Gotimer	Math Teacher, East Ridge Middle School
Sarah Isaac	Assistant Principal of Ridgefield High School
Holli Levy	Elementary, Technology Teacher
Kimberly Moran	Middle School Technology Teacher
Krystina Occhicone	Math Teacher, Ridgefield High School
Rebecca Pembroke	Principal of Barlow Mountain Elementary School
Dana Phelan	Art Teacher, Ridgefield High School
Marie Piraneo	Elementary Teacher, Ridgebury Elementary School
Beth Skudzienski	Special Education Teacher, Ridgefield High School
Jeffrey Swiatowicz	Assistant Principal of East Ridge Middle School
Charlsie Vanderrest	Science Teacher, Scotts Ridge Middle School

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PURPOSE

Effective teachers can have a transformative impact on student success. The Ridgefield Professional Growth and Evaluation Plan is designed to enhance student performance through continuous professional growth. It is a comprehensive, research-based plan that supports professional competence within a system that establishes high expectations for teacher effectiveness.

At the heart of every successful evaluation and professional development plan, therefore, there must be a means for

- developing, encouraging and maintaining areas of strength,
- promoting ongoing professional growth
- identifying and correcting areas of weakness, and
- eliminating ineffective teachers.

SYSTEMS OVERVIEW

The cornerstone of this document's evaluation system is the set of clear, unambiguous criteria used to define quality teaching.

The plan provides:

- shared understanding of effective teaching
- structures for teachers' professional growth planning, including:
 - performance feedback to teachers from administrators, students and parents
- procedures for Administrators to decide which teachers should:
 - continue their employment in the district
 - attain status as tenured professionals
 - be nominated for leadership positions

Evaluation Framework

The evaluation system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four categories, grouped in two major focus areas: Teacher Practice and Student Outcomes

1. Teacher Practice Related Indicators An evaluation of the core instructional practices and skills that positively affect student learning. This category is comprised of two components:

(a) **Observation of teacher performance and practice (40%)** as defined in the Danielson Framework for Teaching.

(b) **Parent feedback goal (10%)** based on parent feedback on teacher practice through surveys.

2. Student Related Indicators: An evaluation of teachers' contribution to student academic progress, at the school and classroom level. There is also an option in this focus area to include student feedback. This focus area is comprised of two categories

(a) **Student growth and development (45%)** as determined by the teacher's student learning objectives (SLOs)

(b) **Whole-school measures of student learning or student feedback goal (5%)** as determined by the aggregate student learning indicators or student surveys.

Scores from each of the four components will be combined to produce a final performance rating of Distinguished, Effective, Developing or Unsatisfactory. The performance levels are defined as:

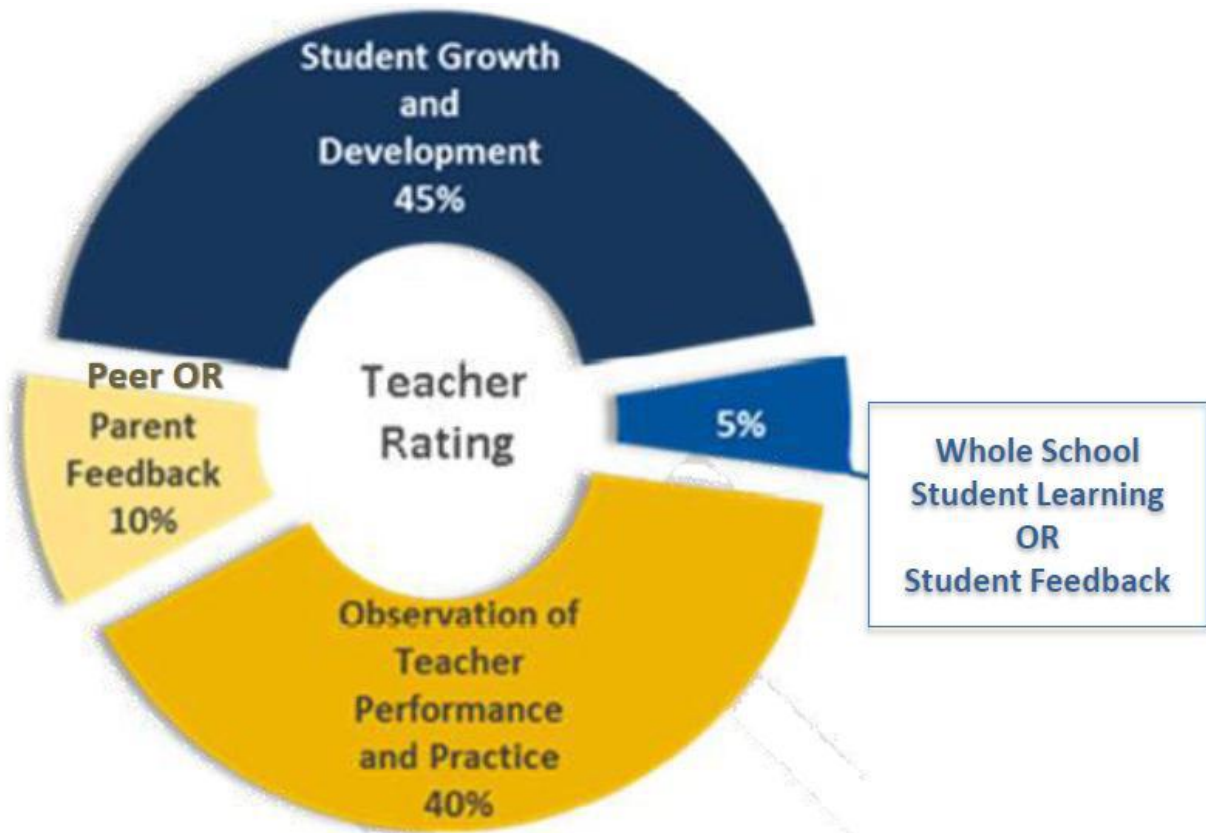
Distinguished - Substantially exceeding indicators of performance.

Effective - Meeting indicators of performance.

Developing - Meeting some indicators of performance but not others.

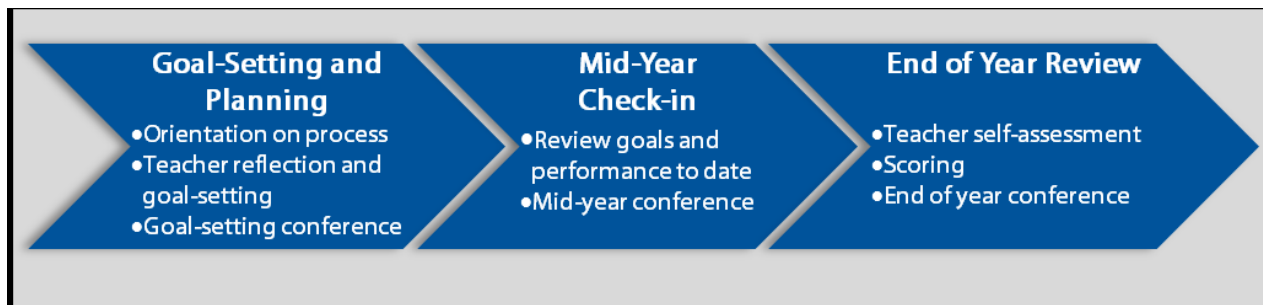
Unsatisfactory - Not meeting indicators of performance.

These terms were adopted by the Ridgefield Public Schools because the goal of the Ridgefield Professional Growth and Evaluation Plan is to ensure that all students are taught by effective teachers.



TEACHER EVALUATION PROCESS

The annual evaluation process between a teacher and an evaluator is anchored by three performance conversations at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.



Goal-Setting and Planning: To be completed by October 31st

1. Orientation on Process – Prior to the opening of the school year, all new teachers to Ridgefield will be provided orientation on the Ridgefield Public Schools’ Professional Growth and Evaluation Plan during the new teacher orientation process. Prior to the evaluation process commencing for the school year, evaluators will meet with all teachers to provide an orientation to the process of evaluation, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, the evaluators will discuss any school or district priorities that should be reflected in teacher performance and practice goals and student learning objectives (SLOs) and they will commit to set time aside for the types of collaboration required by the evaluation process.

2. Teacher Reflection and Goal-Setting—The teacher examines student data, prior year evaluation and survey results, and the Danielson Framework for Teaching to draft a parent engagement goal, two student learning objectives (SLOs) and a student engagement goal for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.

3. Goal-Setting Conference—The evaluator will meet with non-tenured teachers and teachers who are rated as Developing or Unsatisfactory to discuss the teacher’s proposed goals and objectives in order to arrive at mutual agreement about them. Teachers rated as Effective or Distinguished may submit goals to the evaluator without a meeting unless a meeting is requested by either party. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher’s practice to support the review. The evaluator may request revisions to the proposed goal and objectives if they do not meet approval criteria however, the final goal must be mutually agreed upon. Administrators may combine the goal-setting conference with a pre-observation conference.

Mid-Year Check-In: To be completed by February 15th

Reflection and Preparation—The teacher and evaluator collect and reflect on evidence to-date about the teacher’s practice and student learning in preparation for the check-in.

1. Mid-Year Conference—The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on, student learning objectives (SLOs) and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas. Administrators may combine the mid-year evaluation conference with a pre-observation or post-observation conference.

End-of-Year Summative Review: To be completed by the last day of school

1. *Teacher Self-Assessment*—The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.

2. *Scoring*—The evaluator reviews submitted evidence, self-assessment, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators significantly to change the final rating. Such revisions should take place as soon as state test data are available, and before September 15th.

3. *End-of-Year Conference*—At least 5 days before the last day of school, the evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year

ROLES AND RESPONSIBILITIES

Primary Evaluators

All teachers shall be assigned a primary evaluator. At the elementary level, the building principal shall be the primary evaluator for all regularly assigned staff members.

At the secondary level, the principal or assistant principal shall be the primary evaluator of the staff assigned to the particular building. By September 15th, teachers at the secondary level will be notified of the individual who will act as the primary evaluator.

Itinerant teachers or those who are assigned to more than one building shall be assigned an evaluator by the Superintendent or his /her designee.

Primary evaluators will have sole responsibility for assigning final summative ratings and must achieve proficiency on the training modules provided.

Secondary Evaluators

The Director of Special Education and/or Supervisor of Special Education shall be the secondary evaluator of all pupil personnel and special education staff. Certified Central Office administrators will observe non-tenured teachers and may observe tenured teachers.

Complementary Observers

Department chairpersons may assist primary evaluators by conducting observations, collecting additional evidence, reviewing student learning objectives (SLOs), and providing additional feedback. A Department chairperson should share his or her feedback with the primary evaluator as it is collected and shared with teachers. Department Chairpersons are obligated to conduct at least one observation of the non-tenured teachers assigned to their respective departments. They may observe tenured teachers in their department as well and these observations will be considered as part of the evaluation process.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete extensive training on the evaluation model. The Ridgefield Public Schools will provide administrators with training and resources throughout the year to support district administrators and evaluators to ensure that evaluators are proficient in conducting teacher evaluations. The Ridgefield Public Schools will provide all evaluators, upon hire, and thereafter annually, with training in observation and evaluation and providing quality feedback. All evaluators must demonstrate proficiency on the observation instrument every three years.

Non-Tenured Teachers

Year 1 and Year 2, is designed for teachers

- in their first two years of public school teaching
- who were not previously tenured entering from another CT school district, or
- entering from any school district outside of Connecticut

Year 1 and Year 2 teachers participate in the following:

- a beginning-of-the-year goal-setting conference with their evaluators (by October 31st),
- a mid-year check in (by February 15th)
- a minimum of two scheduled observations (both with pre- and post-observation conferences) and written feedback
- a minimum of one unscheduled observation with post-observation and written feedback
- additional observations may occur based upon feedback.
- an annual summative evaluation conference at least five days before the last day of school reflecting teacher performance on the competencies.

Year 3 and Year 4 is designed for teachers

- in their third and fourth years of teaching in the Ridgefield Public Schools, or
- who were previously tenured in another CT school district when hired by the Ridgefield Public Schools and are eligible for tenure in Ridgefield after completion of 20 consecutive months of teaching.

Year 3 and Year 4 teachers participate in the following:

- a beginning-of-the-year goal-setting conference with their evaluators (by October 31st);
- a mid-year check in (by February 15th)
- a minimum of one scheduled observation (with pre- and post-observation conferences) and written feedback
- a minimum of two unscheduled observations with post-observation and written feedback
- an annual summative evaluation conference -at least five days before the last day of school reflecting teacher performance on the competencies.

Tenured Teachers

Tenured teachers evaluated overall as Distinguished or Effective teachers participate in the following:

- a beginning-of-the-year goal-setting conference with their evaluators if requested by either party (by October 31st);
- a mid-year check in (by March 1st)
- a three year observation cycle which includes:
 - ✓ Year 1: a minimum of two reviews of practice or unscheduled observations (with post-observation conference) and written feedback;
 - ✓ Year 2: a minimum of two reviews of practice or unscheduled observations (with post-observation conference) and written feedback;
 - ✓ Year 3: a minimum of one scheduled observation (with pre- and post-observation conferences) and written feedback and a minimum of one review of practice or unscheduled observations (with post-observation conference) and written feedback;
- an annual summative evaluation conference -at least five days before the last day of school reflecting teacher performance on each of the four domains.

Tenured teachers evaluated overall as -Developing or Unsatisfactory participate in the following

- a beginning-of-the-year goal-setting conference with their evaluators (by October 31st);
- a mid-year check in (by February 15th)
- a minimum of two scheduled observations (with pre- and post-observation conferences) and written feedback;
- a minimum of one unscheduled observation (with post-observation conference) and timely written feedback or review of practice;
- an annual summative evaluation conference -at least five days before the last day of school reflecting teacher performance on each of the four domains.
- structured support plan.

Non-Tenured Year 1 & Year 2	Non-Tenured Year 3 & Year 4	Tenured Distinguished/Effective	Tenured Developing/Unsatisfactory
Who: <ul style="list-style-type: none"> Non-tenured teachers: <ul style="list-style-type: none"> Teachers requiring 40 consecutive months in district to attain tenure. 	Who: <ul style="list-style-type: none"> Non-tenured teachers: <ul style="list-style-type: none"> Teachers requiring 40 consecutive months in district to attain tenure in their third and fourth year in Ridgefield. Teachers requiring 20 consecutive months in district to attain tenure. 	Who: <ul style="list-style-type: none"> Tenured teachers: <ul style="list-style-type: none"> Teachers who received an overall rating of Effective or Distinguished. 	Who: <ul style="list-style-type: none"> Tenured teachers: <ul style="list-style-type: none"> Teachers who received an overall rating of Developing or Unsatisfactory.
What: <ul style="list-style-type: none"> Minimum of two scheduled observations and one unscheduled observation Goal setting Self-Assessment 	What: <ul style="list-style-type: none"> Minimum of one scheduled observation and two unscheduled observations. Goal setting Self-Assessment 	What: 3 year observation cycle: <ul style="list-style-type: none"> Year 1: Minimum of two unscheduled observations or reviews of practice Year 2: Minimum of two unscheduled observations or reviews of practice Year 3: Minimum of one scheduled and one unscheduled observation or review of practice. Goal setting Self-Assessment 	What: <ul style="list-style-type: none"> Minimum of two scheduled observations and one unscheduled observation or review of practice Goal setting Self-Assessment
Method: <ul style="list-style-type: none"> Teacher develops: <ul style="list-style-type: none"> Student Learning Objectives Parent goal based on parent feedback surveys Student goal based on student feedback surveys or whole-school student learning indicator. Classroom observation with feedback 	Method: <ul style="list-style-type: none"> Teacher develops: <ul style="list-style-type: none"> Student Learning Objectives Parent goal based on parent feedback surveys Student goal based on student feedback surveys or whole-school student learning indicator. Classroom observation with feedback 	Method: <ul style="list-style-type: none"> Teacher develops: <ul style="list-style-type: none"> . Student Learning Objectives Parent goal based on parent feedback surveys Student goal based on student feedback surveys or whole-school student learning indicator. Classroom observation with feedback Reviews of practice 	Method: <ul style="list-style-type: none"> Teacher develops: <ul style="list-style-type: none"> Student Learning Objectives Parent goal based on parent feedback surveys Student goal based on student feedback surveys or whole-school student learning indicator. Classroom observation with feedback Reviews of practice

A FRAMEWORK FOR ASSESSING TEACHING

Assessing Teacher Performance for Continuous Improvement

The Ridgefield Public Schools Professional Growth and Evaluation Plan has adopted the Framework for Teaching (FFT) as its rubric for the evaluation of educator practice. Created by Charlotte Danielson, the FFT is a research-based tool well aligned with Connecticut Common Core of Teaching that is currently used as the basis for teacher evaluation systems in thousands of schools nationwide and overseas. By implementing the FFT, our schools ensure a consistent process for evaluating teacher effectiveness that is based on a solid foundation of research and is demonstrated to be strongly correlated to student growth. The FFT provides this evaluation consistency in part because it creates a common language around instructional improvement during mentoring, coaching, professional development and teacher evaluation processes.’’

Danielson identifies four domains:

- **Domain 1: Planning and Preparation** includes the comprehensive understanding of the content to be taught, knowledge of the students’ backgrounds, and designing instruction and assessment.
- **Domain 2: The Classroom Environment** addresses the teacher’s skill in establishing an environment conducive to learning, including both the physical and interpersonal aspects of the environment.
- **Domain 3: Instruction** focuses on the teacher’s skill in engaging students in learning the content and includes the *skillful use of a wide range of differentiated* instructional strategies that enable *all* students to learn.
- **Domain 4: Professional Responsibilities** addresses a teacher’s additional professional responsibilities, including self-assessment and reflection, communication with parents, participating in ongoing professional development, and contributing to the school and district environment as a community of learners.

Each domain contains a series of components that provide a more refined definition and the basis for focused observation and assessment. The following chart outlines each domain and its components.

Domain 1: Planning and Preparation	Domain 2: The Classroom Environment
1a: Demonstrating knowledge of content and pedagogy 1b: Demonstrating knowledge of students 1c: Setting instructional outcomes 1d: Demonstrating knowledge of resources 1e: Designing coherent instruction 1f: Designing student assessments	2a: Creating an environment of respect and rapport 2b: Establishing a culture for learning 2c: Managing classroom procedures 2d: Managing student behavior 2e: Organizing physical space
Domain 3: Instruction	Domain 4: Professional Responsibilities
3a: Communicating with students 3b: Using questioning and discussion techniques 3c: Engaging students in learning 3d: Using assessment in instruction 3e: Demonstrating flexibility and responsiveness	4a: Reflecting on teaching 4b: Maintaining accurate records 4c: Communicating with families 4d: Participating in a professional community 4e: Growing and developing professionally 4f: Showing professionalism

There is a strong correlation between the Common Core of Teaching (CCT) and the Domains listed above.

<u>Correlation Among Competencies: Danielson Domains, CCT</u>	
Danielson Domains and Components	CT Common Core of Teaching
1a: Demonstrating knowledge of content and pedagogy	Knowledge of Content; Knowledge of Pedagogy
1b: Demonstrating knowledge of students	Knowledge of Students
1c: Setting Instructional outcomes	Knowledge of Pedagogy
1d: Demonstrating knowledge of resources	Knowledge of Content; Knowledge of Pedagogy
1e: Designing coherent instruction	Apply knowledge by planning; Apply knowledge by instructing
1f: Designing student assessments	Apply knowledge by assessing and adjusting
2a: Creating an environment of respect and rapport	Knowledge of Students
2b: Establishing a culture for learning	Knowledge of Students
2c: Managing classroom procedures	Knowledge of Students; Knowledge of Pedagogy
2d: Managing student behavior	Knowledge of Students
2e: Organizing physical space	Knowledge of Students
3a: Communicating with students	Apply knowledge by instructing
3b: Using questioning and discussion techniques	Apply knowledge by instructing
3c: Engaging students in learning	Apply knowledge by instructing
3d: Using assessment in instruction	Apply knowledge by instructing
3e: Demonstrating flexibility and responsiveness	Apply knowledge by instructing; Apply knowledge by assessing and adjusting
4a: Reflecting on teaching	Professional Responsibility through professional and ethical practice
4b: Maintaining accurate records	Professional responsibility through ... practice
4c: Communicating with families	Professional responsibility through ... practice
4d: Participating in a professional community	Professional responsibility through ... practice
4e: Growing and developing professionally	Professional responsibility through ... practice
4f: Showing professionalism	Professional responsibility through ... practice

Teachers' Performance Levels within the Domains

Each domain and its components have four levels of performance: unsatisfactory, developing, effective, and distinguished. The levels range from describing teachers who are still striving to master the rudiments of teaching (unsatisfactory) to highly accomplished professionals who are able to share their expertise (distinguished).

Unsatisfactory

The Unsatisfactory teacher does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the teacher to grow and develop in this area. There is a serious question as to whether student learning is occurring.

Developing

The Developing teacher appears to understand the concepts underlying the component and attempts to implement its elements. Implementation is sporadic, intermittent, or otherwise not entirely successful. There is some question as to whether student learning is consistently occurring. Additional reading, discussion, visiting classrooms of other teachers, and experience (particularly supported by a mentor) will enable the teacher to become effective in this area.

Effective

The Effective teacher clearly understands the concepts underlying the component and implements them well. Teachers performing at the Effective level have mastered the work of teaching while working to improve their practice. They can also serve as resources to one another as they participate in a professional community. Most experienced, capable teachers will regard themselves and be regarded by others as performing at this level. An effective teacher is a very good teacher.

Distinguished

Teachers at this level are master teachers and make a contribution to the field, both in and outside their school. Their classrooms consist of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning. A classroom functioning at the Distinguished Level seems to be running itself; the students know what to do and get right to work.

Note: Distinguished level performance is very high performance, and, indeed, some teachers may never attain it consistently. As some educators have phrased it, "Distinguished level performance is a good place to visit, but don't expect to live there." But the Distinguished level remains a goal for all teachers, regardless of how challenging it may be in any particular set of circumstances

Organizational Plan for Supervision and Evaluation

The number of observations and the nature of evaluations vary according to the teacher's level of experience. While the following chart outlines the differentiated plan for teacher observations and conferences, the evaluators may determine if additional observations—either scheduled or unscheduled—are needed.

Levels of Teaching Experience in Ridgefield	Minimum Number of Formal Scheduled Observations	Minimum Number of Formal Unscheduled Observations	Observation Deadlines	Goal Setting Conference Deadline	Mid- Year Conference Deadline	End of Year Conference Deadline
<u>Non-tenured Teachers</u>						
Year 1 & Year 2	2	1	First: Oct 31 st Second: Dec 15 th Third: March 1 st	Oct. 31 st	Feb 15 th	5 days prior to the last day of school
Year 3 & Year 4	1	2	First: Oct 31 st Second: Dec 15 th Third: March 1 st	Oct. 31 st	Feb 15 th	5 days prior to the last day of school
<u>Tenured Teachers</u>						
Levels of Teaching Performance	Minimum Number of Scheduled Observations	Minimum Number of Unscheduled Observations /Review of Practice*	Observation Deadlines	Goal Setting Conference Deadline	Mid- Year Conference Deadline	End of Year Conference Deadline
Distinguished or Effective	0 -Year 1 0 -Year 2 1 -Year 3	2 -Year 1 2 -Year 2 1 -Year 3	First: Jan. 15 th Second: May 1 st	Oct. 31 st	March 1 st	5 days prior to the last day of school
Developing or Unsatisfactory	2	1	First: Oct 31 st Second: Dec 15 th Third: March 1 st	Oct. 31 st	Feb 15 th	5 days prior to the last day of school

***Reviews of Practice** may include: observations in data team meetings; observations of coaching/mentoring other teachers; review of lesson plans or other teaching artifacts; PPT meetings; grade level meetings; professional development meetings; team meetings; PLCs; parent meetings; district committee meetings.

NOTE: All formal (scheduled or unscheduled) observations, include a post-observation conference.

SUPPORT AND DEVELOPMENT

As a standalone, evaluation cannot hope to improve teaching practice and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to exemplary practice.

Evaluation-Based Professional Learning

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Throughout the Ridgefield Public Schools model, every teacher will be identifying his/her professional learning needs in mutual agreement between the teacher and his/her evaluator and serves as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities.

Annually, the Teacher Evaluation/Professional Development (TEPD) Committee will examine district, school, teacher and student data to create differentiated professional development opportunities.

Improvement and Structured Support Plans

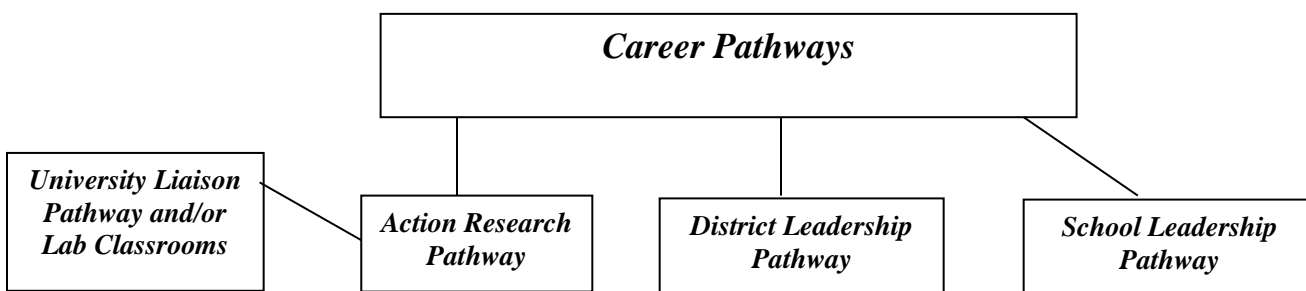
If a tenured teacher's performance is rated as *Developing or Unsatisfactory* or if he/she is experiencing difficulty, it signals the need for the administrator to create an individual teacher structured support plan. The structured support plan should be developed in consultation with the teacher and may involve his/her exclusive bargaining representative. Structured support plans must:

- identify resources, support and other strategies to be provided to address documented deficiencies;
- indicate a timeline for implementing such resources, support, and other strategies, in the course of the same school year as the plan is issued; and
- include indicators of success based on the areas of concern and a summative rating of at least effective at the conclusion of the structured support plan.

A Career Pathways Options for Professional Growth Planning

For Ridgefield teachers who have demonstrated distinguished practice across multiple areas, additional career pathways are available. The career pathways described below can be embedded in these "distinguished" teachers' professional growth plans.

Synopsis of Career Pathways



Four Implementation Pathways

- 1) **Action Research Pathway.** The aim of action research is to deepen a professional's content knowledge and pedagogical skill, to expand instructional and assessment repertoire, and to identify and disseminate effective educational practices. Professionals articulate action research questions in the areas of curriculum, instruction, assessment, student services, school climate, school improvement, and educational reform. Action research pathway provides a greater opportunity for professional reflection and growth by a) extending the time parameters from one to three years for evidence of attainment; b) working with consulting teachers and other professionals; and c) insuring the dissemination and replication of action research projects.

Projects assist professionals in identifying educational questions/issues aimed at improving the efficacy of their work through the collection, analysis, and interpretation of student work. Questions may focus on, but are not limited to, the following areas: standards-based instruction, research-based methodology, performance-based teaching and learning; interdisciplinary instruction; relationships with and among students; relationships with parents; methods to improve the learning climate in the classroom or school; effective leadership strategies; assessment of pilot programs; and other aspects of professional growth, school improvement, or educational reform. One example of action research is establishing the "lab classroom" through an individual's or a team's efforts.

School Leadership Pathway. This pathway encourages teachers to assume leadership roles in the design and execution of school improvement. Professionals engaging in this pathway are required to identify and pursue an area of professional growth that will improve student performance in his / her school. Examples include, but are not limited to:

- TEAM Mentoring
- Peer Coaching
- School Data Team coordinator
- Leading Professional Learning Communities
- Leading School-based Peer Instructional Rounds (that collects evidence of practice for school data teams)
- Coordinating after-school academic events (e.g., math, science, literacy nights)
- Coordinating outside agency accreditation committees (e.g., TriState, NEAS&C)

- 2) **District Leadership Pathway.** This pathway encourages teachers to assume leadership roles in the design and execution of district, and inter-district improvement. Professionals engaging in this pathway are required to identify and pursue an area of professional growth that will improve the district's student performance as identified by district goals for student improvement. Examples include, but are not limited to:

- Teaching the Professional Development Academy (based on Connecticut's Common Core of Teaching Domains)
- Leading /participating in district peer-based instructional rounds
- Coordinating K-5 district programs (e.g., Music, Art, P.E.)

TEACHER PRACTICE RELATED INDICATORS (50% of Evaluation)

The Teacher Practice Related Indicators evaluate the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. It is comprised of two categories:

- #1: Teacher Performance and Practice, which counts for 40%; and
- #2: Parent Feedback Goals based on parent feedback surveys, which counts for 10%.

These categories will be described in detail below.

CATEGORY #1: Teacher Performance and Practice (40%)

The Teacher Performance and Practice category of the model is a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs.

Observation Procedures

Essential to the evaluation process is teacher observation. The observer is the teacher's "second pair of eyes" who is able to capture additional information about aspects of the teacher's instruction that are not immediately apparent to the teacher. The intent of the observation process, then, is to inform the teacher's instructional practices and to offer support for the teacher as s/he makes decisions about self-improvement. Embedded in this plan are two types of observations: scheduled observations and unscheduled observations.

Scheduled Observations

Pre-Observation Conference

Prior to (recommended within two (2) school days of) the scheduled observation, the evaluator and the teacher meet to discuss the upcoming lesson. The teacher shall come to the pre-observation conference:

- prepared to discuss -the Pre-Observation form
- and any other related documents and/or materials that may be helpful in understanding the intent of the lesson.

The purpose of the pre-observation conference is to identify the elements in Domain 2 (the classroom environment) or Domain 3 (instruction) on which the observation will focus.

If the discussion in the pre-observation conference suggests that a substantive modification to the lesson is needed, adequate time (approximately one to two days) should be allowed for the teacher to re-plan the lesson. A second pre-observation conference may be held to discuss the revised lesson plan.

Scheduled Observation

Scheduled observations shall be a minimum of twenty minutes in length and shall be documented on the Teacher Observation Form. During the observation, the intensity of focus is primarily limited to the mutually pre-determined focus areas in Domains 2 or 3. At the same time, the observer shall be

attuned to the other components and appropriately make note of them during observation write-up. The identified focus areas should be appropriately matched to the experience and/or performance level of the individual teacher being observed.

** For teachers going through the HOUSSE Plan, the Ridgefield Public Schools Observation Form with Common Core of Teaching Indicators shall be used.*

Post-Observation Conference

Within five (5) school days of the lesson observation, a post-observation conference shall be held between the evaluator and teacher to discuss the effectiveness of the lesson. Using evidence from the observation, both the evaluator and the teacher shall use the Domain rubrics to assess the lesson. The teacher utilizes the Post-Observation Form to document his/her thinking. The purposes of the post-observation conferences include:

- review the observation report/s of the lesson/s with a focus on student learning
- reinforce the strengths of the teaching performance and identify areas for improvement
- offer specific feedback on classroom management
- direct the teacher toward relevant professional development opportunities
- provide opportunities for self-reflection.

Written Observation Report

Within a reasonable timeframe (suggested within five (5) to ten (10) school days) following the post-observation conference, the observer completes the written evaluation of the lesson, using the Teacher Observation Form. Within five (5) school days of receipt of the observation report, the teacher shall sign and return the report. The teacher shall be given the opportunity to provide comments or reflections, if desired. The signed observation report will be maintained in the teacher's evaluation file.

Unscheduled Observations

Unscheduled observations are unannounced, and are documented using the Teacher Observation Form. Relevant data collected from these visits should be used in the evaluator's year end assessment of teacher performance. Post-observation conferences and written observation reports are required for unscheduled observations. When additional unscheduled observations occur as part of a teacher's professional growth plan, this requirement may be adjusted.

Written Evaluations

Written evaluations will be by certified administrators only, with the building administrators having primary responsibility. Other supervisory personnel authorized by the Superintendent may provide input into the evaluation process.

Non-Classroom Reviews of Practice

Because the new evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the Danielson Framework for Teaching, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, and attendance records from professional development or school-based activities/events.

Teacher Performance and Practice Scoring

Evaluators will not provide an overall rating for each observation but they will provide ratings and evidence for the Framework components that were observed. During observations, evaluators should take evidence-based scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based scripted notes are factual and not judgmental. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the rubric and then make a judgment about which performance level the evidence supports.

Summative Observation of Teacher Performance and Practice Rating

At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the end-of-the year conference. The final teacher performance and practice rating will be calculated by the evaluator -.

- 1) Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine component ratings for each of the “Core 8” components.
- 2) Average “Core 8” components to a tenth of a decimal to calculate overall domain level score of 1.0-4.0.

Example:

“Core 8” Domain/Component	Rating	Evaluator’s Score
1c: Setting Instructional Outcomes	Effective	3.0
1e: Designing Coherent Instruction	Basic	2.0
2b: Establishing a Culture for Learning	Effective	3.0
3b(i) Using Questioning	Distinguished	4.0
3b(ii): Using Discussion Techniques	Effective	3.0
3c: Engaging Students in Learning	Effective	3.0
4a: Reflecting on Teaching	Effective	3.0
4d: Participating in a Professional Community	Distinguished	4.0
Overall rating average:		3.1

The summative Teacher Performance and Practice rating and the component ratings will be shared and discussed with teachers during the end-of-year conference. This process can also be followed in advance of the mid-year conference to discuss progress toward goals.

CATEGORY #2: Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators.

The process described below focuses on:

- (1) conducting a parent survey which includes whole-school and teacher-level questions,
- (2) determining several school-level parent goals based on the survey feedback,
- (3) teacher and evaluator identifying **one** related parent engagement goal and setting improvement targets,
- (4) measuring progress on growth targets, and
- (5) determining a teacher's summative rating. This parent feedback rating shall be based on four performance levels.

1. Administration of a Parent Survey

Parent surveys will include whole-school and teacher-level questions. Parent surveys must be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys will be anonymous and demonstrate fairness, reliability, validity and usefulness. The parent survey should be administered every spring and trends analyzed from year-to-year.

2. Determining School-Level Parent Goals

Principals and teachers should review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results. Ideally, this goal-setting process would occur between the principal and teachers (possibly during faculty meetings) in August or September so agreement could be reached on 2-3 improvement goals for the entire school.

3. Selecting a Parent Engagement Goal and Improvement Targets

After these school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators **one** related parent goal they would like to pursue as part of their evaluation. This goal will be based upon supporting the school-level goal and any results from the teacher-level feedback, if applicable.

4. Measuring Progress on Growth Targets

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback category. There are two ways a teacher can measure and demonstrate progress on their growth targets. A teacher can (1) measure how successfully they implement a strategy to address an area of need and/or (2) they can collect evidence directly from parents to measure parent-level indicators they generate.

5. Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent engagement goal and improvement targets. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

UNSATISFACTORY (1)	DEVELOPING (2)	EFFECTIVE (3)	DISTINGUISHED (4)
Did not meet the goal	Partially met the goal	Met the goal	Exceeded the goal

STUDENT OUTCOMES RELATED INDICATORS (50% of Evaluation)

The Student Outcomes Related Indicators capture the teacher's impact on students. Every teacher is in the profession to help children learn and grow, and teachers already think carefully about what knowledge, skills and talents they are responsible to nurture in their students each year. As a part of the evaluation process, teachers will document those aspirations and anchor them in data.

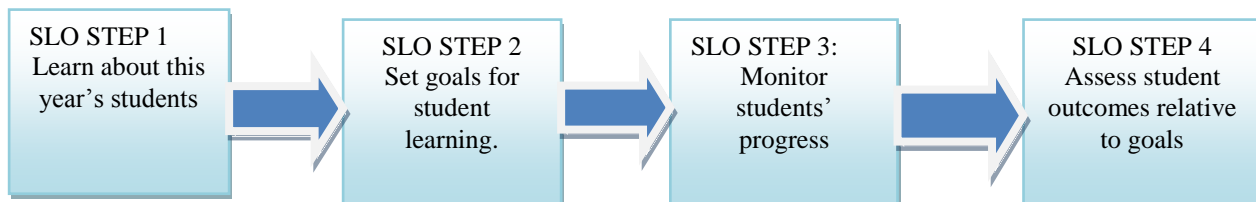
Student Related Indicators includes two categories:

- #3: Student growth and development, which counts for 45%; and
- #4: *Either* whole-school student learning *or* student feedback, which counts for 5% of the total evaluation rating.

CATEGORY #3: Student Growth and Development (45%)

Overview of Student Learning Objectives (SLOs)

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher's assignment, students, and context into account. Connecticut, like many other states and localities around the nation, has selected a goal-setting process called Student Learning Objectives (SLOs) as the approach for measuring student growth during the school year.



SLO: STEP 1

This first phase is the discovery phase, just before the start of the school year and in its first few weeks. Once teachers know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the teacher is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges. This information will be critical for goal-setting in the next phase.

SLO: STEP 2

Each teacher will write two Student Learning Objectives (SLOs). Teachers whose students take a standardized assessment will create one SLO based on standardized indicators and one SLO based on non-standardized indicators. All other teachers will develop their two SLOs based on non-standardized indicators.

The Ridgefield Public Schools use a specific definition of “standardized assessment.” As stated in the CT Guidelines for Educator Evaluation, a standardized assessment is characterized by the following attributes:

- Administered and scored in a consistent – or “standard” – manner;
- Aligned to a set of academic or performance “standards;”
- Broadly-administered (e.g. nation- or state-wide);
- Commercially-produced; and
- Often administered only once a year, although some standardized assessments are administered two or three times per year.

To create their SLOs, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objectives

The objectives will be broad goals for student learning. They should each address a central purpose of the teacher’s assignment and it should pertain to a large proportion of his/her students. Each SLO should reflect high expectations for student learning - at least a year’s worth of growth (or a semester’s worth for shorter courses) - and should be aligned to relevant state, national (e.g. common core), or district standards for the grade level or course. Depending on the teacher’s assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes).

Teachers will collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Teachers with similar assignments may have identical objectives although they will be individually accountable for their own students’ results.

Step 2: Select Indicators of Academic Growth and Development (IAGDs)

An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. Each SLO must include at least one indicator.

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high- or low-performing students or ELL students. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students.

Step 3: Provide Additional Information

During the goal-setting process, teachers and evaluators will document the following:

- the rationale for the objective, including relevant standards;
- any important technical information about the indicator evidence (like timing or scoring plans);
- the baseline data that was used to set each IAGD;
- interim assessments the teacher plans to use to gauge students’ progress toward the SLO during the school year (optional); and
- any training or support the teacher thinks would help improve the likelihood of meeting the SLO (optional).

Step 4: Submit SLOs to Evaluator for Approval

SLOs are proposals until the evaluator approves them. While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals.

The evaluator will examine each SLO relative to three criteria described below. SLOs must meet all three criteria to be approved. If they do not meet one or more criteria, the evaluator will provide written comments and discuss their feedback with the teacher during the fall goal-setting conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ten days.

SLO Approval Criteria

Priority of Content	Quality of Indicators	Rigor of Indicators
Objective is deeply relevant to teacher's assignment and addresses a large proportion of his/her students.	Indicators provide specific, measurable evidence. The indicators provide evidence about students' progress over the school year or semester during which they are with the teacher.	Objective and indicators are attainable but ambitious, and taken together, represent at least a year's worth of growth for students (or appropriate growth for a shorter interval of instruction).

SLO: STEP 3

Once SLOs are approved, teachers should monitor students' progress towards the objectives. They can for example, examine student work products, administer interim assessments, and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress.

If a teacher's assignment changes or if his/her student population shifts significantly, the SLOs can be adjusted during the mid-year conference between the evaluator and the teacher.

SLO: STEP 4

At the end of the school year, the teacher should collect the evidence required by –his/her indicators and submit it to –his/her evaluator. Along with the evidence, the teacher- will complete and submit a self-assessment which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that going forward.

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLO: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These ratings are defined as follows:

SLO RATINGS

Exceeded (4)	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
Met (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
Partially Met (2)	Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
Did Not Meet (1)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

For SLOs with more than one indicator, the evaluator may score each indicator separately then average those scores for the SLO score, or, he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

The final student growth and development rating for a teacher is the average of their two SLO scores. For example, if one SLO was Partially Met, for 2 points, and the other SLO was Met, for 3 points, the student growth and development rating would be 2.5 $((2+3)/2)$. The individual SLO ratings and the student growth and development rating will be shared and discussed with teachers during the end-of-year conference.

NOTE: For SLOs that include an indicator based on state standardized tests, results may not be available in time to score the SLO prior to the June 30 deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if state tests are the basis for all indicators, then the teacher's student growth and development rating will be based only on the results of the SLO that is based on non-standardized indicators.

However, once the state test evidence is available, the evaluator is required to score or rescore the SLO, then determine if the new score changes the teacher's final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15 (see scoring section). See Summative Teacher Evaluation Scoring for details.

CATEGORY #4: Whole-School Student Learning Indicator and/or Student Feedback (5%)

Option 1: Student feedback

The Ridgefield Public Schools will use feedback from students, collected through teacher-level surveys, to comprise this category of a teacher's evaluation rating for all Grades 4 – 12 eligible general classroom teachers.

Eligible Teachers and Alternative Measures

Student surveys will not be applicable and appropriate for all teachers. Ultimately, administrators will use their judgment in determining whether student surveys should be included in a particular teacher's summative rating. Here are important guidelines to consider:

- Students in grades PK- Grade 3 should not be surveyed.
- Special education students who would not be able to respond to the survey, even with accommodations, should not be surveyed.
- Surveys should not be used to evaluate a teacher if fewer than 15 students would be surveyed or if fewer than 13 students ultimately complete the survey.

When student surveys are not appropriate for a particular teacher, the 5% allocated for student feedback should be replaced with the whole-school student learning indicator described in Option 2.

Survey Administration

The Teacher Evaluation and Professional Development Committee must approve all student surveys that will be administered by teachers. If the district is required to have a school governance council, then the council will have the opportunity to assist in the development of whole-school surveys to align with school improvement goals. Student surveys that are administered must be consistent across grade levels and schools. Surveys will be anonymous and demonstrate fairness, reliability, validity and usefulness

If a secondary school teacher has multiple class periods, students should be surveyed in all classes. If an elementary school teacher has multiple groups of students, districts should use their judgment in determining whether to survey all students or only a particular group.

Establishing Goals

Teachers and their evaluators should use their judgment in setting goals for the student feedback category. In setting a goal, a teacher must decide what he/she wants the goal to focus on based upon – his/her survey results from the previous Spring. A goal will usually refer to a specific survey question (e.g. "My teacher makes lessons interesting."). However, some survey instruments group questions into categories or topics, such as "Classroom Control" or "Communicating Course Content," and a goal may also refer to a category rather than an individual question.

Arriving at a Student Feedback Summative Rating:

In most cases, summative ratings should reflect the degree to which a teacher makes growth on feedback measures, using data from the prior school year as a baseline for setting growth targets. For teachers with high ratings already, summative ratings should reflect the degree to which ratings remain high.

This is accomplished in the following steps, undertaken by the teacher being evaluated through mutual agreement with the evaluator:

1. Review survey results from previous school year.
2. Set **one** measurable goal for growth or performance (see above).
3. In the spring, administer survey to students.
4. Aggregate data and determine whether the teacher achieved the goal.
5. Assign a summative rating, using the following scale to be discussed and finalized with his/her evaluator during the end-of-year conference.

UNSATISFACTORY (1)	DEVELOPING (2)	EFFECTIVE (3)	DISTINGUISHED (4)
Did not meet the goal	Partially met the goal	Met the goal	Exceeded the goal

Option 2: Whole-school student learning indicator

For districts that include whole-school student learning indicator in teacher evaluations, a teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating at that school. For most schools, this will be based on the school performance index (SPI), which correlates to the whole-school student learning on a principal's evaluation.

NOTE: If the Whole-School Student Learning rating is not available when the summative rating is calculated, then Student Growth and Development score will be weighted 50 and Whole-School Student Learning will be weighted 0 (see Summative Teacher Evaluation Scoring section). However, once the state data is available, the evaluator should revisit the final rating and amend at that time as needed, but no later than September 15).

EVALUATION PROCEDURES

End of Year Evaluation

Both the teacher and the evaluator prepare for the end-of-year conference by collecting appropriate data about the teacher's practice related indicators and student outcomes indicators.

At least five (5) school days prior to the end-of-year conference, the teacher submits to the evaluator:

- a completed self-assessment
- any additional information supporting completion of goals.

SUMMATIVE TEACHER EVALUATION SCORING

Summative Scoring

The individual summative teacher evaluation rating will be based on the four categories of performance, grouped in two major focus areas: Student Outcomes Related Indicators and Teacher Practice Related Indicators.

Every educator will receive one of four performance ratings:

Distinguished – Substantially exceeding indicators of performance

Effective – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Unsatisfactory – Not meeting indicators of performance

The rating will be determined using the following steps:

1) Calculate a Teacher Practice Related Indicators rating by combining the observation of teacher performance and practice score and the parent feedback score.

The observation of teacher performance and practice counts for 40% of the total rating. Teachers' progress toward meeting goals based upon parent feedback surveys counts for 10% of the total rating. Simply multiply these weights by the category scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice		40	
Parent Engagement Goal		10	
TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS			

Rating Table

Teacher Practice Indicators Points	Teacher Practice Indicators Rating
50-80	Unsatisfactory
81-126	Developing
127-174	Effective
175-200	Distinguished

2) Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning or student feedback score.

The student growth and development category counts for 45% of the total rating and the whole-school student learning or student feedback category counts for 5% of the total rating. Simply multiply these weights by the category scores to get the focus area points. The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)		45	
Student Engagement Goal or Whole School Learning		5	
TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS			

Rating Table

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Unsatisfactory
81-126	Developing
127-174	Effective
175-200	Distinguished

3) Use the Summative Matrix to determine Summative Rating

Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. If the two focus areas are highly discrepant (e.g., a rating of Distinguished for Teacher Practice and a rating of Unsatisfactory for Student Outcomes), then the evaluator should examine the data and gather additional information in order to make a summative rating.

Written Evaluations

Within a reasonable amount of time following the year-end conference, but no later than the last day of school, the primary evaluator provides the teacher with a summary of his/her performance that reflects the shared understanding of the teacher and evaluator as was discussed at the year-end meeting.

Student Outcomes Related Indicators Rating	Teacher Related Indicators Rating				
		Distinguished	Effective	Developing	Unsatisfactory
	Distinguished	Distinguished	Effective	Developing	Unsatisfactory
	Effective	Distinguished	Effective	Developing	Unsatisfactory
	Developin	Gather more information	Gather more information	Developing	Unsatisfactory
	Unsatisfactory	Gather more information	Unsatisfactory	Unsatisfactory	Unsatisfactory

Adjustment of Summative Rating

Summative ratings must be completed for all teachers by the last day of school.. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator may recalculate the teacher's summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.

Rating Conversion to State of Connecticut's Rating Categories

The Ridgefield Public Schools ratings consist of four levels of performance: Unsatisfactory, Developing, Effective and Distinguished. These categories can convert easily to Connecticut's rating categories as follows:

Unsatisfactory = Below Standard
 Developing = Developing
 Effective = Proficient
 Distinguished = Exemplary

Definition of Effectiveness and Ineffectiveness

The Ridgefield Public Schools shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived under this evaluation plan. A pattern may consist of a pattern of one. A teacher shall generally be deemed effective if such teacher receives at least an effective summative rating. A teacher shall generally be deemed ineffective if such teacher receives an unsatisfactory rating or developing rating at any time. A non-tenured teacher may receive a summative rating of developing, however, growth and development must be demonstrated. Within each of the four categories of the evaluation plan, no teacher shall receive an unsatisfactory rating at any time (e.g. on an observation of teacher practice, rating of parent goal, student goal or SLO).

Nothing in this evaluation plan shall waive the right of the district to non-renew a non-tenured teacher's contract under the Teacher Tenure Act.

STRUCTURED SUPPORT PLAN

Structured Support Plans

Structured support plans are designed for tenured teachers who are experiencing difficulty, who are assessed as not being effective and/or who need support to meet their job expectations as defined by the Connecticut Common Core of Teaching. The teacher on Structured Support collaborates with the evaluator to develop an improvement plan with a specific timeline following the guidelines set forth in this document which includes:

- Areas identified in need of improvement
- Expectations for improvement
- Assistance to be provided to teacher
- Monitoring procedures.

The teacher may be represented by his/her exclusive bargaining representative at the Structured Support Plan meeting.

Plan Design

Introductory Information:

- Teacher's Name
- Position
- School

Areas Identified in Need of Improvement:

Expectations for Improvement:

- **focused on area of teacher's performance deficiency or concern**
 - Goals should be designed to improve the teacher's performance so that student learning will improve. Therefore, the results of the teacher's actions will be measured in terms of student performance.
 - An analysis of the evidence collected should clearly demonstrate how student learning improved as a result of working on the goal.

- **stated in the active voice**
 - Start every goal with the students in mind...how will the *students* improve as a result of the successful completion of this goal? “As a result of this goal, students will....”.
- **identifies indicators of success**

Assistance to be provided to teacher:

- **resources to be accessed and utilized**
- **choice of mentor/peer coach** to assist in the improvement of teaching, to assist in the achievement of objectives, and to assist teachers in fulfillment of position responsibilities
- **teacher’s self-reflections**
 - The teacher may use the guidelines on the *Worksheet for Support Plan Reflection* to assist them in assessing his/her performance in relation to the improvement plan.

Monitoring Procedure:

- identify administrators who will be observing/monitoring teacher
- establish timeline when support plan will be reviewed

Structured Support Plan Review

A meeting will be held to review the outcome(s) of the Structured Support Plan. The teacher shall come to meeting prepared to discuss his/her progress towards meeting the expectations for improvement. This meeting will determine whether:

1. Area(s) of concern or deficiency still exist(s). If so, one of the following will occur:
 - a. An extension of the terms and time limits of the plan if the previously identified deficiency continues
 - b. A revision of the Structured Support Plan to include other suggestions for improvement, if new concerns are identified
 - c. A recommendation for disciplinary action (e.g., suspension of salary increase)
 - d. A recommendation for termination of employment.
2. The area(s) of concern or deficiency has been resolved and the structured support is continued for one year to monitor teacher’s ability to sustain such improvement.
3. The area(s) of concern or deficiency has been resolved and maintained for one year and the structured support is no longer needed.

A record of the Structured Support process, including the support plan, summaries of conferences, and overall outcome of the Structured Support process, shall be prepared in triplicate and signed by the teacher and the evaluator. One copy will be for the teacher’s records, one for the evaluator’s records; the final copy will be sent to the Personnel Office for the teacher’s personnel file.

Non-Tenured Teachers:

If an evaluator has identified an area of concern for a non-tenured teacher, the teacher will collaborate with the primary evaluator to make a good faith effort to address these issues. This effort may include a written structured support plan to improve performance; however, this process is not required for non-tenured teachers. The decision to recommend to the Board of Education to non-renew a non-tenured teacher’s contract rests solely with the Superintendent and is not contingent upon completion of a structured support plan.

CONFLICT RESOLUTION

Disagreement with the evaluation content

A teacher disagreeing with the evaluator's assessment may request reconsideration or modification of the evaluation document and may add comments at the evaluation conference or within ten (10) days following receipt of written evaluation. In an attempt to settle disagreements, a teacher may have bargaining unit representation during conferences. In a like manner, the evaluator may request the presence of another certified administrator. However, the assessment of performance is solely within the purview of the evaluator.

Disagreement with the evaluation procedure

A teacher who believes that the prescribed evaluation procedure has not been followed may appeal to the Director of Personnel, who will be empowered to resolve this issue. At such an appeal, the teacher has the right of representation by the bargaining unit. If the Director of Personnel finds that the evaluation procedure has been substantively violated, the evaluation document in fault will be declared void and the evaluation period for the teacher shall be extended until the end of the school year to ensure that the teacher receives full procedural rights.

The Superintendent shall be the final decision maker if a resolution cannot be reached in a dispute with the evaluation procedures.

DATA MANAGEMENT SYSTEM

Data Management System:

The Ridgefield Public Schools utilize Talent Ed for its educator evaluation plans. Talent Ed is a web-based management system specifically designed for K-12 educators. Using this online tool will improve efficiencies in the observation and evaluation process while reducing paperwork, simplifying record keeping and minimizing costs.

Talent Ed includes all the necessary forms to complete the evaluation process (Goal Setting forms, pre-and post-observation forms, observation rubrics, summative evaluations, etc.). Talent Ed has been customized to include Ridgefield's observation rubrics with the "Core 8" components from the Danielson Frameworks.

Guidance on entry of data and accessibility:

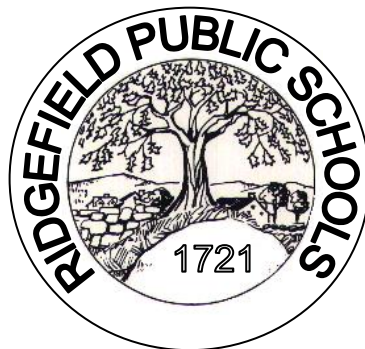
- 1) Limit entry only to artifacts, information and data that is specifically identified in a teacher or administrator's evaluation plan as an indicator to be used for evaluating such educators, and to optional artifacts as mutually agreed upon by teacher/administrator and evaluator.
- 2) Prohibit the State Department of Education from accessing identifiable student data in Talent Ed except as needed to conduct the audits mandated by C.G.S. 10-151(c) and 10-151i and ensure that third-party organizations keep all identifiable student data confidential.
- 3) Prohibit the sharing or transference of all individual teacher data from one district to another or to any other entity without the teacher's or administrator's consent, as required by law.

4)Limit the access of teacher or administrator data to only the primary evaluator, superintendent or his/her designee, and to other designated professionals directly involved in evaluation and professional development processes. Consistent with Connecticut General Statutes, this does not affect the SDE's data collection authority.

5)Include a process for logging the names of authorized individuals who access a teacher's or administrator's evaluation information.

Ridgefield Public Schools

ADMINISTRATOR EVALUATION PLAN



Approved by the Board of Education
June 23, 2014

ADMINISTRATOR EVALUATION PLAN

Introduction

This handbook outlines a new state model for the evaluation of school and school district administrators in Connecticut. A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for the state of Connecticut. The Connecticut administrator evaluation model defines principal effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in their community.

The model describes four levels of performance for administrators and focuses on the practices and outcomes of effective administrators. These administrators can be characterized as:

- Meeting expectations as an instructional leader
- Meeting expectations in at least 3 other areas of practice
- Meeting 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on 3 student learning objectives aligned to school and district priorities
- Having more than 60% of teachers effective on the student growth portion of their evaluation

The model includes a level of performance, *distinguished*, for those who exceed these characteristics, but distinguished ratings are reserved for those who could serve as a model for leaders across their district or even statewide. An effective rating represents fully satisfactory performance and it is the rigorous standard expected of most experienced administrators.

This model for administrator evaluation has several benefits for participants and for the broader community. It provides a structure for the ongoing development of principals and other administrators so that we have a basis for assessing their strengths and growth areas so they have the feedback they need to get better. It also serves as a means for districts to hold themselves accountable for ensuring that every child in their district attends a school with effective leaders.

The model described here was developed by New Leaders, a national non-profit organization committed to developing transformational school leaders and advancing the policies and practices that allow great leaders to succeed, and a group of Connecticut stakeholders convened as the Principal Working Group of the Performance Evaluation Advisory Administration Council (see **Appendix A**, "List of Working Group Members"). It is built on both research on principal evaluation and the practice of states across the country and within Connecticut. The model meets all of the requirements for the evaluation of 092 license holders outlined in Connecticut Statute and Connecticut State Board of Education regulations. The model does not establish any new employment-related consequences for administrators, as existing statute outlines the process by which the results of evaluations are used for employment matters.

This document describes the administrator evaluation model, beginning with a set of underlying core design principles. We then describe the four components on which administrators are evaluated – leadership practice, stakeholder feedback, student learning and teacher effectiveness – before

describing the process of evaluation and, finally, the steps evaluators take to reach a summative rating for an administrator. The appendices include a number of tools and resources designed to support effective implementation of the model.

Core Design Principles

The Working Group has designed this state model for the evaluation of principals and other administrators on the basis of four core design principles that, we believe, will resonate with educators and leaders in many districts.

1. Focus on what matters most: The State Board guidelines for evaluation specifies four areas of administrator performance as important to evaluation – student learning (45%), administrator practice (40%), stakeholder feedback (10%), and teacher effectiveness (5%). Since the first two categories make up 85% of an administrator’s evaluation, we focus the bulk of our model design on specifying these two categories. In addition, we take the view that some aspects of administrator practice – most notably instructional leadership – have a bigger influence on student success and therefore demand increased focus and weight in the evaluation model.

2. Emphasize growth over time: The evaluation of an individual’s performance should primarily be about their improvement from an established starting point. This applies to their professional practice focus areas and the outcomes they are striving to reach. Attaining high levels of performance matters – and for some administrators, maintaining high results is a critical aspect of their work – but the model should encourage administrators to pay attention to continually improving their practice. Through the goal-setting processes described below, this model does that.

3. Leave room for judgment: In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. We believe that of equal importance to getting better results is the professional conversation between an administrator and his/her supervisor that can be accomplished through a well-designed and well-executed evaluation system. So, the model requires evaluators to observe the practice of administrators enough to make informed judgments about the quality and efficacy of practice.

4. Consider implementation at least as much as design: We tried to avoid over-designing the system for two reasons: (1) the pilot provides a significant opportunity for the state to learn and adapt the model before full implementation; and (2) the model should not be so difficult or time-consuming to implement as to create excessive demands on those doing the evaluation or being evaluated. Sensitive to the tremendous responsibilities and limited resources that administrators have, we designed the model to align with other responsibilities (e.g., writing a school improvement plan) and to highlight the need for evaluators to build important skills in setting goals, observing practice, and providing high quality feedback.

THE PLAN'S FOUR CATEGORIES

The evaluation of administrators, as well as supports for their ongoing growth and development, are based on four categories:

Category #1: Leadership practice (40%)

An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence – is 40% of an administrator's summative rating.

Leadership practice is described in the Common Core of Leading: Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations.

1. Vision, Mission and Goals: *Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.*

2. Teaching and Learning: *Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.*

3. Organizational Systems and Safety: *Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.*

4. Families and Stakeholders: *Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.*

5. Ethics and Integrity: *Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.*

6. The Education System: *Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal, and cultural contexts affecting education.*

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, Performance Expectation 2 (Teaching and Learning) comprises half of the leadership practice rating and the other five performance expectations are equally weighted.

Figure 1: Leadership Practice – 6 Performance Expectations



The Ridgefield Public Schools have identified the following “Core 8” indicators that will be focused upon under each Performance Expectation:

VISION, MISSION & GOALS A. <u>High Expectations for All</u> B. Shared Commitments to Implement & Sustain Vision, Mission & Goals. C. Continuous Improvement toward the Vision Mission & Goals	FAMILIES & STAKEHOLDERS A. <u>Collaboration with Families & Community Members</u> B. Community Interests & Needs C. Community Resources
TEACHING & LEARNING A. <u>Strong Professional Culture</u> B. <u>Curriculum & Instruction</u> C. <u>Assessment & Accountability</u>	ETHICS & INTEGRITY A. Ethical & Legal Standards of the Profession B. Personal Values & Beliefs C. <u>High Standards for Self & Others</u>
ORGANIZATIONAL SYSTEMS & SAFETY A. <u>Welfare & Safety of Student, Faculty & Staff</u> B. Operational Systems C. Fiscal & Human Resources	THE EDUCATION SYSTEM A. <u>Professional Influences</u> B. The Educational Policy Environment C. Policy Engagement

These weightings should be consistent for all principals and central office administrators. For assistant principals and other school-based 092 certificate holders in non-teaching roles, the six Performance Expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers. While we know that assistant principals' roles and responsibilities vary from school to school, creating a robust pipeline of effective principals depends on adequately preparing assistant principals for the principalship.

In order to arrive at these ratings, administrators are measured against the Leader Evaluation Rubric which describes leadership actions across four performance levels for each of the six performance expectations and associated elements.

The four performance levels are:

- **Effective:** The rubric is anchored at the Proficient Level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in bold at the Effective level.
- **Distinguished:** The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Effective performance.
- **Basic:** The Basic Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.
- **Unsatisfactory:** The Unsatisfactory Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

Two key concepts, indicated by bullets, are often included as indicators. Each of the concepts demonstrates a continuum of performance across the row, from *unsatisfactory* to *distinguished*.

Examples of Evidence are provided for each element of the rubric. While these Examples of Evidence can be a guide for evaluator training and discussion, they are only examples and should not be used as a checklist. We recommend that as evaluators learn and use the rubric, they review these Examples of Evidence and generate additional examples from their own experience that could also be evidence of Effective practice.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each performance expectation in the Connecticut School Leadership Standards. Evaluators collect written evidence about and observe the principal's leadership practice across the six performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

This is accomplished through the following steps, undertaken by the administrator being evaluated and by the evaluator completing the evaluation:

The administrator and evaluator meet for a Goal-Setting Conference to identify focus areas for development of the administrator's leadership practice.

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. **Principal evaluators must conduct at least two school site observations for any principal and should conduct at least four school site observations for principals who are new to their district, school, the profession, or who have received ratings of *basic* or *unsatisfactory*.** Assistant principal evaluators shall conduct at least four observations of the practice of the assistant principal.
2. The administrator and evaluator hold a Mid-Year Formative Conference, with a focused discussion of progress toward effectiveness in the focus areas identified as needing development.
3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.
4. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *distinguished*, *effective*, *basic*, or *unsatisfactory* for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year.

Principals and Central Office Administrators:

Distinguished	Effective	Basic	Unsatisfactory
<i>Distinguished on Teaching and Learning</i>	<i>At least Effective on Teaching and Learning</i>	<i>At least Basic on Teaching and Learning</i>	<i>Unsatisfactory on Teaching and Learning</i> or <i>Unsatisfactory on at least 3 other performance expectations</i>
<i>Effective on at least 2 other performance expectations</i>	<i>At least Effective on at least 3 other performance expectations</i>	<i>At least Basic on at least 3 other performance expectations</i>	
<i>No rating below Effective on any performance expectation</i>	<i>No rating below Basic on any performance expectation</i>		

Assistant Principals and Other School-Based Administrators:

Distinguished	Effective	Basic	Unsatisfactory
<i>Distinguished on at least half of measured performance expectations</i>	<i>At least Effective on at least a majority of performance expectations</i>	<i>At least Basic on at least a majority of performance expectations</i>	<i>Unsatisfactory on at least half of performance expectations</i>
<i>No rating below Effective on any performance expectation</i>	<i>No rating Basic on any performance expectation</i>		

Category #2: Stakeholder feedback (10%)

Feedback from stakeholders – assessed by administration of a survey with measures that align to the Connecticut Leadership Standards – is 10% of an administrator’s summative rating

APPLICABLE SURVEY TYPES

There are several types of surveys – some with broader application for schools and districts – that align generally with the areas of feedback that are relevant for administrator evaluation. These include:

- **Leadership practice surveys** focus directly on feedback related to a leader’s performance and the impact on stakeholders. Leadership Practice Surveys for principals and other administrators are available and there are also a number of instruments that are not specific to the education sector, but rather probe for information aligned with broader leadership competencies that are also relevant to Connecticut administrators’ practice. Typically, leadership practice surveys for use in principal evaluations collect feedback from teachers and other staff members.
- **School practice surveys** capture feedback related to the key strategies, actions and events at a school. They tend to focus on measuring awareness and impact from stakeholders, which can include faculty and staff, students, and parents.
- **School climate surveys** cover many of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school’s prevailing attitudes, standards and conditions. They are typically administered to all staff as well as to students and their family members.

The survey(s) selected by a district for gathering feedback must be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time). In order to minimize the burden on schools and stakeholders, the surveys chosen need not be implemented exclusively for purposes of administrator evaluation, but may have broader application as part of teacher evaluation systems, school-or district-wide feedback and planning, or other purposes. Adequate participation and representation of school stakeholder population is important; there are several strategies districts may choose to use to ensure success in this area, including careful timing of the survey during the year, incentivizing participation, and pursuing multiple means of soliciting responses.

Any survey selected must align to some or all of the Connecticut Leadership Standards, so that feedback is applicable to measuring performance against those standards. In most cases, only a subset of survey measures will align explicitly to the Leadership Standards, so we advise administrators and their evaluators to select relevant portions of the survey’s results to incorporate into the evaluation model.

STAKEHOLDERS

For each administrative role, the stakeholders surveyed should be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.). If surveyed populations include students, they can provide valuable input on school practices and climate for inclusion in evaluation of school-based administrative roles.

ARRIVING AT A STAKEHOLDER FEEDBACK SUMMATIVE RATING

Ratings should reflect the degree to which an administrator makes growth on feedback measures, using data from the prior year or beginning of the year as a baseline for setting a growth target.

Exceptions to this include:

- Administrators with high ratings already, in which case, the rating should reflect the degree to which measures remain high
- Administrators new to the role, in which case, the rating should be based on a reasonable target, using district averages or averages of schools in similar situations

This is accomplished in the following steps, undertaken by the administrator being evaluated and reviewed by the evaluator:

1. Select appropriate survey measures aligned to the Connecticut Leadership Standards
2. Review baseline data on selected measures, which may require a fall administration of the survey in year one
3. Set 1 target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high)
4. Later in the school year, administer surveys to relevant stakeholders
5. Aggregate data and determine whether the administrator achieved the established target
6. Assign a rating, using this scale:

Distinguished	Effective	Basic	Unsatisfactory
Substantially exceeded target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

Establishing what results in having “substantially exceeded” the target or what constitutes “substantial progress” is left to the discretion of the evaluator and the administrator being evaluated in the context of the target being set.

Category #3: Student learning (45%)

Student learning is assessed in equal weight by: (a) performance and progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures. Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator's evaluation.

STATE MEASURES OF ACADEMIC LEARNING

Currently, the state's accountability system includes four measures of student academic learning:

1. School Performance Index (SPI) progress – changes from year to year in student achievement on Connecticut's standardized assessments [Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT)].
2. SPI progress for student subgroups – changes from year to year in student achievement for subgroups on Connecticut's standardized assessments
3. SPI rating – absolute measure of student achievement on Connecticut's standardized assessments
4. SPI rating for student subgroups – absolute measure of student achievement for subgroups on Connecticut's standardized assessments

Step 1: SPI Ratings and Progress are applied to give the administrator a score between 1 and 4, using the table below:

	Target (4)	Target (3)	Target (2)	Target (1)
SPI Progress	>125% of target progress	100-125% of target progress	50-99% of target progress	<50% of target progress
Subgroup SPI Progress	Meets performance targets for all subgroups that have SPI <88 OR all subgroups have SPI > 88 OR The school does not have any subgroups of sufficient size	Meets performance targets for 50% or more of subgroups that have SPI <88	Meets performance targets for at least one sub-group that has SPI <88	Does not meet performance target for any subgroup that has SPI <88
SPI Rating	89-100	77-88	64-76	< 64
SPI Rating for Subgroups	The gap between the "all students" group and each subgroup is <10 SPI points or all subgroups have SPI > 88 OR	The gap between the "all students" group and 50% or more of subgroups is <10 SPI points	The gap between the "all students" group and at least one subgroup is >10 SPI points.	The gap between the "all students" group and all subgroups is >10 SPI points.

	The school has no subgroups			
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Step 2: Scores are weighted to emphasize improvement in schools below the State’s SPI target of 88 and to emphasize subgroup progress and performance in schools above the target. While districts may weigh the four measures according to local priorities for administrator evaluation, we recommend the following weights:

	SPI >88	SPI between 88 and 64	SPI <64
School Performance Index (SPI) progress from year to year	10%	50%	50%
SPI progress for student subgroups	40%	50%	50%
SPI rating	10%	0%	0%
SPI rating for student subgroups	40%	0%	0%

*For schools with no subgroups, 50% on SPI progress, 50% on SPI rating

Step 3: The weighted scores in each category are summed, resulting in an overall state test rating that is scored on the following scale:

Distinguished	Effective	Basic	Unsatisfactory
>3.5	Between 2.5 and 3.5	Between 1.5 and 2.4	Less than 1.5

All protections related to the assignment of school accountability ratings (e.g., the minimum number of days a student must be enrolled in order for that student’s scores to be included in an accountability measure) shall apply to the use of state test data for administrator evaluation.

For any school that does not have tested grades (such as a K-2 school), the entire 45% of an administrator’s rating on student learning indicators is based on the locally-determined indicators described below.

LOCALLY-DETERMINED MEASURES

Administrators establish three student learning objectives (SLOs) on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Connecticut learning standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.
- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State’s approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.

	SLO 1	SLO 2	SLO 3
Elementary or Middle School Principal	Non-tested subjects or grades	Broad discretion	
High School Principal	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion	
Elementary or Middle School AP	Non-tested subjects or grades	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels, or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
High School AP	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels, or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
Elementary or Middle School Principal	Non-tested subjects or grades	Broad discretion	
Central office Administrator	(meets the non-tested grades or subjects requirement)		

Administrators assigned to a school in “review” or “turnaround” status, indicators used for administrator evaluation are required to align with the performance targets set out in this school’s mandated improvement plan.

Beyond these parameters, administrators have broad discretion in selecting indicators, including, but not limited to:

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
- Students’ progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.
- Students’ performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

The process for selecting measures and creating SLOs should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs.

To do so, it is critical that the process unfold in this way (described for principals):

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
- The principal uses available data to craft an improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The principal chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
- The principal chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators.
- The principal shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
 - The objectives are adequately ambitious.
 - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
 - The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
 - The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The principal and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

Based on this process, administrators receive a rating for this portion, as follows:

Distinguished	Effective	Basic	Unsatisfactory
Met all 3 objectives and substantially exceeded at least 2 targets	Met 2 objectives and made at least substantial progress on the 3rd	Met 1 objectives and made substantial progress on at least 1 other	Met 0 objectives OR Met 1 objective and did not make substantial progress on either of the other 2

To arrive at an overall student learning rating, the ratings for the state assessment and the locally-determined ratings in the two categories are plotted on this matrix:

Locally- determined Portion	State Test Portion				
		Distinguished	Effective	Basic	Unsatisfactory
	Distinguished	Distinguished	Effective	Basic	Unsatisfactory
	Effective	Distinguished	Effective	Basic	Unsatisfactory
	Basic	Gather more information	Gather more information	Basic	Unsatisfactory
	Unsatisfactory	Gather more information	Unsatisfactory	Unsatisfactory	Unsatisfactory

Category #4: Teacher SLO Results (5%)

Teacher effectiveness – as measured by an aggregation of teachers’ student learning objectives (SLOs) – is 5% of an administrator’s evaluation.

Improving teacher effectiveness is central to a principal’s role in driving improved student learning outcomes. That is why, in addition to measuring the actions that principals take to increase teacher effectiveness – from hiring and placement to ongoing professional development to feedback on performance – the principal evaluation model also assesses the outcomes of all of that work. As part of Connecticut’s teacher evaluation state model, teachers are assessed in part on their accomplishment of SLOs. This is the basis for assessing principals’ contribution to teacher effectiveness outcomes.

In order to maintain a strong focus on teachers setting ambitious SLOs for their evaluation, it is imperative that principal evaluators discuss with the principals their strategies in working with teachers to set SLOs. Without attention to this issue, there is a substantial risk of principals not encouraging teachers to set ambitious SLOs.

Distinguished	Effective	Basic	Unsatisfactory
>80% of teachers are rated <i>effective</i> or <i>distinguished</i> on the student growth portion of their evaluation	>60% of teachers are rated <i>effective</i> or <i>distinguished</i> on the student growth portion of their evaluation	>40% of teachers are rated <i>effective</i> or <i>distinguished</i> on the student growth portion of their evaluation	<40% of teachers are rated <i>effective</i> or <i>distinguished</i> on the student growth portion of their evaluation

ADMINISTRATOR EVALUATION PROCESS

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. We describe an annual cycle for administrators and evaluators to follow and believe that this sequence of events lends well to a meaningful and doable process.

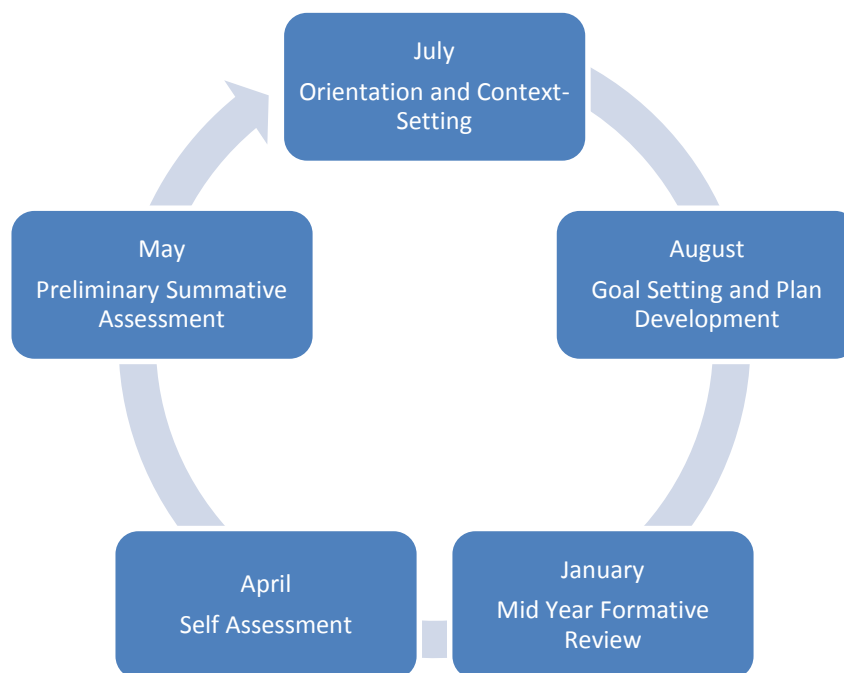
Overview of the Process

Each administrator participates in the evaluation process as a cycle of continuous improvement. The cycle is the centerpiece of state guidelines designed to have all educators play a more active, engaged role in their professional growth and development. For every administrator, evaluation begins with goal-setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a Mid-Year Formative Review, followed by continued implementation. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment

become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year.

Superintendents can determine when the cycle starts. For example, many will want their principals to start the self-assessment process in the spring so that Step 2 in the cycle can begin at a summer or early fall meeting. Others may want to concentrate the first steps in the summer months.

SCHOOL YEAR: PLAN IMPLEMENTATION AND EVIDENCE COLLECTION



Step 1: Orientation and Context-Setting: To begin the process, the administrator needs five things to be in place:

1. Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his/her student learning priorities for the year.
4. The administrator has developed a school improvement plan that includes student learning goals.
5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process:

Only #5 is required by the approved guidelines, but the data from 1-4 are essential to a robust goal-setting process.

Step 2: Goal-Setting and Plan Development: Before a school year starts, administrators identify three student learning objectives and one survey target, drawing on available data, the superintendent’s priorities, their school improvement plan, and prior evaluation results (where applicable). They also determine two areas of focus for their practice. We call this “3-2-1 goal-setting.”

Administrators should start with the outcomes they want to achieve. This includes setting three student learning objectives and one target related to stakeholder feedback.

Then administrators identify the areas of focus for their practice *that will help them accomplish* their SLOs and survey targets, choosing from among the elements of the Connecticut School Leadership Standards. While administrators are rated on all six Performance Expectations, we do not expect administrators to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one and perhaps both, of the practice focus areas will be in instructional leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. This is an opportunity to discuss the administrator’s choices and to explore questions such as:

- Are there any assumptions about specific goals that need to be shared because of the local school context?
- Are there any elements for which Proficient performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?
- What are the sources of evidence to be used in assessing an administrator’s performance?

The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in accomplishing the goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual’s evaluation plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used.

Step 3: Plan Implementation and Evidence Collection: As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator’s practice. For the evaluator, this must include at least two and preferably more, school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence and analyze the work of school leaders. At a minimum, fall, winter and spring visits to the school leader’s work site will provide invaluable insight into the school leader’s performance and offer opportunities for ongoing feedback and dialogue.

Step 4: Mid-Year Formative Review: Midway through the school year (especially at a point when interim student assessment data are available for review) is an ideal time for a formal check-in to review progress. In preparation for meeting:

- The administrator analyzes available student achievement data and considers progress toward outcome goals.
- The evaluator reviews observation and feedback forms to identify key themes for discussion.

The administrator and evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could impact accomplishment of outcome goals; goals may be changed at this point.

Step 5: Self-Assessment: In the spring, the administrator takes an opportunity to assess their practice on all 18 elements of the Connecticut Leadership Standards. For each element, the administrator determines whether he/she:

- Needs to grow and improve practice on this element;
- Has some strengths on this element but need to continue to grow and improve;
- Is consistently effective on this element; or
- Can empower others to be effective on this element.

The administrator should also review his/her focus areas and determine if he/she consider himself or herself on track or not.

In some evaluation systems, self-assessment occurs later in the process after summative ratings but before goal setting for the subsequent year. We believe that including the self-assessment just prior to the End-of-Year Summative Review positions this step as an opportunity for the principal's self-reflection to inform their rating for the year.

The administrator submits their self-assessment to their evaluator.

Step 6: Summative Review and Rating: The administrator and evaluator meet in the late spring to discuss the administrator's self-assessment and all evidence collected over the course of the year. While a formal rating follows this meeting, we recommend that evaluators use the meeting as an opportunity to convey strengths, growth areas, and their probable rating. After the meeting, the evaluator assigns a rating, based on all available evidence (see next section for rating methodology).

The evaluator completes the summative evaluation report, shares it with the principal, and adds it to the principal's personnel file with any written comments attached that the principal requests to be added within two weeks of receipt of the report.

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed

based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator may recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

SUMMATIVE ADMINISTRATOR EVALUATION RATING

Each administrator shall annually receive a summative rating in one of four levels:

1. **Distinguished:** Substantially exceeding indicators of performance
2. **Effective:** Meeting indicators of performance
3. **Basic:** Meeting some indicators of performance but not others
5. **Unsatisfactory:** Not meeting indicators of performance

Effective represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators. Specifically, proficient administrators can be characterized as:

- Meeting expectations as an instructional leader
- Meeting expectations in at least 3 other areas of practice
- Meeting and making progress on 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on 3 student learning objectives aligned to school and district priorities
- Having more than 60% of teachers effective on the student growth portion of their evaluation

Supporting administrators to reach effectiveness is at the very heart of this evaluation model.

Distinguished ratings are reserved for performance that significantly exceeds effectiveness and could serve as a model for leaders district-wide or even statewide. Few administrators are expected to demonstrate *distinguished* performance on more than a small number of practice elements.

A rating of *basic* means that performance is meeting effectiveness in some components but not others. Improvement is necessary and expected and two consecutive years at the *basic* level is, for an experienced administrator, a cause for concern. On the other hand, for principals in their first year, performance rated *basic* is expected. If, by the end of three years, performance is still *basic*, there is cause for concern.

A rating of unsatisfactory indicates performance that is below effectiveness on all components or unacceptably low on one or more components.

Determining Summative Ratings

The process for determining summative evaluation ratings has three categories of steps: (a) determining a practice rating, (b) determining an outcomes rating and (c) combining the two into an overall rating.

A. PRACTICE: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%

The practice rating derives from an administrator's performance on the six performance expectations of the leader evaluation rubric and the three stakeholder feedback targets. This forms the basis of the

overall practice rating, but the rating is adjusted upward or downward one level in the event that the stakeholder feedback is either *distinguished* or *unsatisfactory*, respectively.

B. OUTCOMES: Student Learning (45%) + Teacher Effectiveness (5%) = 50%

The outcomes rating derives from the two student learning measures – state test results and student learning objectives – and teacher student results outcomes. These two combine to form the basis of the overall outcomes rating, but the rating is adjusted upward or downward one level in the event that the teacher effectiveness is either *distinguished* or *unsatisfactory*, respectively.

C. OVERALL: Practice (50%) + Outcomes (50%) = 100%

The overall rating combines the practice and outcomes ratings using the matrix below. If the two categories are highly discrepant then the superintendent should examine the data and gather additional information in order to make a final rating

		Practice Related Indicators Rating			
		Distinguished	Effective	Basic	Unsatisfactory
Outcomes Related Indicators Rating	Distinguished	Distinguished	Effective	Basic	Unsatisfactory
	Effective	Distinguished	Effective	Basic	Unsatisfactory
	Basic	Gather more information	Gather more information	Basic	Unsatisfactory
	Unsatisfactory	Gather more information	Unsatisfactory	Unsatisfactory	Unsatisfactory

The Ridgefield Public Schools ratings consist of four levels of performance: Unsatisfactory, Basic, Effective and Distinguished. These categories can convert easily to Connecticut's rating categories as follows:

Unsatisfactory = Below Standard
Basic = Developing

Effective = Proficient
Distinguished = Exemplary

Definition of Effectiveness and Ineffectiveness

Each district shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. A pattern may consist of a pattern of one rating. The state model recommends the following patterns:

Novice administrators shall generally be deemed effective if said administrator receives at least two sequential effective ratings, one of which must be earned in the fourth year of a novice administrator's career. An unsatisfactory rating shall only be permitted in the first year of a novice administrator's career, assuming a pattern of growth of basic in year two and two sequential proficient ratings in years three and four.

An experienced administrator shall generally be deemed ineffective if said administrator receives at least two sequential *basic* ratings or one *unsatisfactory* rating at any time.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete training on the SEED evaluation and support model. Training may be through the CSDE sponsored multi-day trainings or through a district approved vendor or trainer. The purpose of training is to provide evaluators of administrators with the tools that will result in evidence-based school site observations; professional learning opportunities tied to evaluation feedback, improved teacher effectiveness and student performance.

SUPPORT AND DEVELOPMENT

Evaluation alone cannot hope to improve leadership practice, teacher effectiveness and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move administrators along the path to exemplary practice.

Evaluation-Informed Professional Learning

Student success depends on effective teaching, learning and leadership. The CSDE vision for professional learning is that each and every Connecticut educator engages in continuous learning every day to increase professional effectiveness, resulting in positive outcomes for all students. For Connecticut's students to graduate college and career ready, educators must engage in strategically planned, well supported, standards-based, continuous professional learning focused on improving student outcomes.

Throughout the process of implementing Connecticut's SEED model, in mutual agreement with their evaluators all teachers will identify professional learning needs that support their

goal and objectives.. The identified needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide or districtwide professional learning opportunities.

Improvement and Remediation Plans

If an administrator's performance is rated as *basic* or *unsatisfactory*, it signals the need for focused support and development. Districts must develop a system to support administrators not meeting the effective standard. Improvement and remediation plans should be developed in consultation with the administrator and his/her exclusive bargaining representative, when applicable, and be differentiated by the level of identified need and/or stage of development.

CAREER DEVELOPMENT AND GROWTH

Rewarding distinguished performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation and support system itself and in building the capacity and skills of all leaders.

Examples of such opportunities include, but are not limited to: observation of peers; mentoring aspiring and early-career administrators; participating in development of administrator improvement and remediation plans for peers whose performance is *basic* or *unsatisfactory*; leading Professional Learning Communities; differentiated career pathways; and focused professional learning based on goals for continuous growth and development.

DISPUTE-RESOLUTION PROCESS

The local or regional board of education shall include a process for resolving disputes in cases where the evaluator and administrator cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. When such agreement cannot be reached, the issue in dispute will be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). The superintendent and the respective collective bargaining unit for the district will each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party, as mutually agreed upon between the superintendent and the collective bargaining unit. In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding